1.6 Design, plan and organise for learning and teaching

In my role as a leader of learning (instructional leader) this means I will:

- Use the SA TfEL Framework’s learning principles of domains 2, 3 and 4 to design staff professional learning
- Design the use of time, space, resources—human, physical, financial, technical—to maximise learning
- Think through the impact of the use of resources on the effectiveness of learning (eg appropriateness of the design of learning spaces, availability of ICT)
- Evaluate the effectiveness of the current use of resources and re-allocate as necessary
- Establish whole school systems for ensuring efficient use of resources
- Use evidence to inform the design of our learning and teaching program
- Develop my ability to identify valid evidence and analyse data

I will strategically design to:

- Work with staff members to develop their skills for designing, planning and organising for learning and teaching
- Enable staff to model design expertise and program exemplars
- Enable staff with specific expertise to model classroom management systems, approaches for differentiating the curriculum, learning and teaching strategies and inclusive assessment practices
- Establish whole school systems for monitoring and tracking student engagement and learning outcomes
- Develop our school-based learning management system and integrate this with available system data
- Use student data as an integral aspect of performance development and accountability processes
- Critically evaluate the effectiveness of our systems and structures for maximising learning
- Gather and examine appropriate evidence
- Involve staff in using evidence as a basis for critiquing our systems and structures

Notes:

- Practice check
  - Do I ensure staff members work collaboratively to design and plan teaching programs that are responsive to student needs and the curriculum standards?
  - Have I established processes for collaborative moderation of student learning?
  - How am I supporting teachers to interpret and analyse assessment information to direct future learning and teaching?
  - What processes have I put in place to get feedback about the effectiveness of our systems and structures?
  - Do I have a good overview of all the programs in use in our school and have we considered their appropriateness for the needs of our students?

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  - use rich sources of data and evidence to identify learner needs and develop appropriate programs and plans
  - tailor programs to meet the needs of and extend all learners, with differentiation being seen as essential
  - develop skills of intervention that ensure mastery and success for all learners
  - develop a range of strategies for engaging and challenging learners
  - establish the conditions and explicitly teach students the skills to engage with and manage their own learning
  - develop a repertoire of strategies for managing student behaviour to maximise learning
  - design learning programs clearly identifying the learning intentions, strategies, resources and assessment processes
  - give consideration to the best arrangements for learning (eg student groupings, use of space, access to resources)

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